

1962

## The College News, 1962-10-03, Vol. 49, No. 02

Students of Bryn Mawr College

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Students of Bryn Mawr College, *The College News*, 1962-10-03, Vol. 49, No. 02 (Bryn Mawr, PA: Bryn Mawr College, 1962).

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# The College News

VOL. XLVIII—NO. 2

— ARDMORE and BRYN MAWR, PA., WEDNESDAY, OCTOBER 3, 1962

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PRICE 20 CENTS

## Redlich Condemns Death Sentence, Reviewer Challenges His Reasoning

Mr. Redlich

Norman Redlich of New York University spoke Monday evening, October 1, on "The Coming Abolition of Capital Punishment". As one would gather from the title, Mr. Redlich is strongly opposed to the use of the death penalty. He argued that the only explanation for its present application was a cave-man like desire for revenge.

That the threat of capital punishment does not, to any significant degree, deter crime was shown by studies in which similar areas, some employing capital punishment, others not, were compared. The studies concluded that capital punishment had not reduced the capital crime rate. Mr. Redlich felt the most probable explanation of this phenomenon was the uncertainty of the application of the death penalty. In different crimes, different punishments were frequently meted out.

Poor Suffer

Mr. Redlich pointed to the great inequality in the actual application of the death penalty. Usually the poor, who lack the funds to obtain good counsel, are those who receive the death penalty. In addition, capital punishment, since it is irrevocable, seems to assume the existence of a perfect judicial system in which guilt could be decided beyond any doubt and therefore no one could be unjustly punished. Mr. Redlich pointed out that we do not possess such a judicial system.

Some Observations

by Lora McMeekin '63

The penal code can be justified from a legal standpoint by three motives—revenge, rehabilitation, or deterrence of future crime either by example or by removing an injurious element from society. Revenge is not too worthy a motive. Capital punishment is obviously not particularly rehabilitative, thus to be justified it must act as a deterrent. Mr. Redlich's facts show that there is no evidence indicating that it is preventive in this manner. He argues that this is due to the inconsistency in the application of the death penalty. I don't feel this entirely explains the phenomenon.

Sanity Questioned

Premeditated murder and rape, the offenses for which the death penalty is most often applied, are crimes in which the sanity of the accused is frequently questioned. If a man is not in control of his mental faculties, he cannot be legally held responsible for his actions. The only recourse in treatment of such offenders is rehabilitation. Thus the death penalty, since it is not rehabilitative, should be applied only to the sane.

My argument is that the crimes for which the death penalty is used could not be committed by well-balanced individuals. I don't imply that all premeditated murders are committed by the hopelessly insane, but at least in the act of murder or rape a person has lost his mental balance. The fact that a great

many of these offenses are called "crimes of passion" indicates that there is some doubt that they are committed by rational individuals.

To an unbalanced mind the threat of capital punishment does not have a deterrent effect. Since in these cases the death penalty neither rehabilitates nor deters it serves no justifiable function and should be abolished.

Award Winner



Rolly Janet Phillips

Last spring the Borden Company Foundation established a prize at Bryn Mawr to be awarded annually to the member of the Freshman Class with the highest academic average for the year. The first recipient of the Borden Freshman Prize was Miss Rolly Janet Phillips whose first year average was 90.50. Rolly, one of six children, comes from Pocatello, Idaho where she attended the local high school.

## Freshmen Perform Varied Selections On Skinner Stage

As the first event of the year's theatrical schedule approaches, the freshmen in each hall leaf through numerous a theologies of one act plays, try out actresses, rummage around rooms and drawers for props, and in only two hours accustom themselves to the stage of Skinner Workshop. This year the Freshman hall plays will be presented on Friday and Saturday, October fifth and sixth. Roian Fleck, vice-president of College Theatre, is in charge of general production. Each play is directed by the freshmen with the help of an upper-class advisor.

Murder Is Fun

Dabney Harfst, the director for Batten House and the Graduate Center, plans to work with stage manager Nancy Kuhn and advisor Cynthia Gardner to produce Katherine Blankinship's *Murder Is Fun*. The freshmen in the College Inn, the Infirmary, and Per House will present Salinger's *The Laughing Man*, directed by Joan Cavallaro, staged by Lynne Fay, and advised by Phoebe Ellsworth. Denbigh freshmen, led by director

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## Mademoiselle Views BMC

### Why No Creativity?

by Pauline Dubkin '63

It is not true that Bryn Mawr girls never wear shoes, as Mademoiselle reporter Margaret Parkinson implies.

It is not true that a costumed student astride a white plow-horse presides over May Day.—But no one really cares.

What we do care about is the fact that to an outsider we appear as intellectual snobs, knitters instead of talkers in class, talkers instead of doers outside of class. The criticism that Bryn Mawr lacks intellectual creativity did not originate in the Mademoiselle article, but it is a central point there. But what (or who) is responsible for this dearth?

Many students will say that the work load precludes any possibility of real creativity in non-academic fields. Yet, is it the work load or the myth of the work load that bothers us? Articles that depict us as sort of intellectual IBM machines perpetuate a myth that we do nothing but work.

So, strangely enough, do the smoker-sitters, the all-night bridge-players. Instead of working, they waste time feeling guilty about not working. This guilt saps their time and their energy and leaves little of either left for creativity.

Yet, interspersed with groans of "I've got so much work to do," the small voice behind the bridge hand will complain, "I'm so bored with my classes. Why are we so seldom challenged?"

Many students feel that the type of work load given precludes any possibility of real creativity in academic fields. It is not the length of the reading list they rebel against but the feeling that it is not stimulating or interesting.

Knowledge for knowledge's sake doesn't mean facts for facts' sake. Why are we simply fact-collectors? Is it because of the orientation to-

### Dubs Students 'Barefoot Intellectuals'

In the October issue of Mademoiselle, Margaret B. Parkinson describes "Bryn Mawr's Barefoot Intellectuals." Beginning with a discussion of the Lantern Man as a symbol of Bryn Mawr's propensity for pageantry, the article continues to describe our dress as "incredibly careless". This individualistic approach to appearance is contrasted with the conventional attitude toward education. The tradition of M. Carey Thomas serves as a prelude to a long discussion of the "scholastic earnestness" which marks the college that students choose because they are "bright and bookish".

Whether or not she is one of "Radcliffe's emotional rejects", the average Bryn Mawr girl is described as "tormented". She lives a heavily dorm-oriented life, partly due to the lack of a campus student center.

towards the requirements of graduate schools? Is it because taking notes is easy and time-consuming and doesn't require thought?

Or is it because that is what is expected of us by our professors? Is it true, as Mademoiselle suggests, that ours is a faculty of scholars and not of teachers? Are we really the main interest of this scholarly faculty?

Does the type of work prescribed in the course syllabus preclude any possibility of creativity in class? Or did Miss Lang hit the nail on the head when she said: "(the) silence in class is due to the fear of what the other girls will think. There's that why-doesn't-she-shut-up feeling that upperclassmen have about student talkers?"

Neither Mademoiselle, nor the News has the answers to these questions, but, perhaps, the place for creativity and stimulation to begin is in the mind of the individual student.

As it is, however, "in many ways the library is the most important building on campus." Although the cloisters possess "charm", it is the main reading room which is described as "a delight".

Several graduates are then quoted as finding Bryn Mawr a citadel of intellectual snobbery, and our lack of class participation and addiction to knitting in lectures are commented upon. Student-faculty relations are described as "cool", perhaps due to the fact that "the Bryn Mawr faculty is not a teaching body" but a collection of "active scholars".

Miss Parkinson next notes the universal affection and respect felt for Miss McBride, and the freedom here from rules and restrictions. This is balanced, however, by the fact that "the average girl relies heavily on administrative sanction."

After mentioning student apathy and "sophomore slump" the article concludes with a description of the faculty as "ingrown" and "therefore somewhat myopic", prone to the feeling that "what is good in '24 is good today" and afflicted with "amnesia."

## Interfaith Provides For Every Religion And Non-Believer

Does a college community have a religious responsibility to its members? President Katherine McBride put this question before a student audience in her address entitled "Faith, No Faith, and Interfaith," Wednesday, September 26.

Individual faiths are not organized into groups on the Bryn Mawr campus, and Miss McBride explained this by saying that the Trustees have always felt that the religious life of the College should develop along non-sectarian lines. This reflects Bryn Mawr's Quaker origins and background, she pointed out, and added she felt that the cooperation of various religious denominations in one organization can do more to foster a spirit of tolerance than the formation of strong separate religious groups.

While those with no faith may not be a religious group in quite the same sense as those who practice a religion, their role must also be considered. The "no-faith" group can most easily be given the opportunity to acquaint themselves with different religious beliefs in a non-sectarian organization. This process, Miss McBride proposed, is an essential part of a good education, and as well may be a step towards the formation of a strong personal faith.

Thus Interfaith is an organization well-suited to Bryn Mawr's needs. It can help and encourage students to seek out churches of their own faith. It can fit the needs of those without a faith. And finally, through its weekly meetings for silent worship and meditation, it can offer an additional expression of the college's unity through common worship.

## Une Experience Nouvelle •Avignon Summer School

by C. Rosenblum

One of the most exciting experiments BMC has undertaken in the past few years is the establishment of a summer study program in Avignon—I Institut d'Etudes Françaises d'Avignon. The Institut, sponsored by the Carnegie Corporation, was in session for the first time this summer, and proved most successful academically, culturally, and socially.

The project was designed for undergraduates with a marked interest in French culture, and especially for those expecting to enter fields demanding thorough knowledge of the French language and civilization. The director of the Institut was Michel Guggenheim, Associate Professor of French at Bryn Mawr. Other faculty members included Marjo Maurin, Associate Professor of French, René Girard of Johns Hopkins, a frequent BMC lecturer, Jacques Charrier, a former visiting professor here, and others from various French and American colleges and universities.

Avignon is a small village on the Rhône about two hours from the Mediterranean. Of the 36 students attending, nine were from BMC: Angela Schrode, Susan Thom, Mary

Ann Amdar, Elizabeth Timmy, Carmen Gomez; Barbara Loeb, Elissa Moore, Wendy Westbrook, and Norma Sarofim. Other schools represented were Yale, Princeton, Smith, and Vassar.

Classes were conducted at the Palais du Roure—a 15th century Italian Renaissance palace. Strangely enough, many of the stones are numbered; and rumor reports that a wealthy American planned to transport the palace, stone by stone, to the U.S., but was stopped in the nick of time by the owner.

Courses in various aspects of French culture and civilization were given in the mornings; in the afternoons students were free to linger at sidewalk cafes and explore the tiny village of Avignon. Weekend excursions were planned to places of cultural and historic interest—to cathedrals at Arles and Nîmes; to Les-Baux, a medieval town on a steep cliff said to have inspired Dante's conception of Hell; to La Fontaine de Vaucluse, where in 1337 Petrarch lived in a cave and wrote some of his most famous sonnets; to the Palais des Papes, home of the 14th century Popes; and finally to the Cathedral at Chartres. Continued on Page 4, Col. 1



## "Parkinson's Disease?"

There is nothing in Miss Parkinson's article which is actually false. What disturbs us is that it is true. Anyone who has sat for an evening in a Bryn Mawr smoker has probably heard most of the complaints which have found their way into the Mademoiselle sketch. The unfortunate thing is that our pet peeves, our over-the-bridge-cards conversations are now sitting on news-stands waiting for the world to read.

It is even more unfortunate, perhaps, that the truth they will be reading is only a partial one. It is the privilege of a writer to choose her material, but it is the responsibility of a reporter to present an unbiased account. From its title, ("Bryn Mawr's Barefoot Intellectuals"), to its final sentence, the article in Mademoiselle is one-sided. In selecting the material for the final article, Miss Parkinson has seemingly chosen only the negative aspects of the College. She has missed as one Senior expressed it, "a certain feeling which, perhaps, cannot be expressed in words." In the deluge of criticisms, she has lost the pride we feel in being Bryn Mawrters.

Although each fact, quote, occurrence may indeed be accurate, the implications of many parts of the article are false. Miss Parkinson failed to grasp the humor of many of the opinions which she quotes as serious observations. The impression left by the opening sentence (that dorms are locked at 10:30) is dispelled only several pages later (when she mentions our liberal curfews). Denbigh, we are sure, proudly sang to Charlotte Brodkey when she was admitted to U. of P.'s Graduate School, but it also sings to girls on their engagements.

If the element of truth in the portrait of tormented academicism which Miss Parkinson draws is difficult to take, perhaps some soul-searching or image-repairing is in order. But the truth is that we don't laugh at Lantern Night, and we do like May Day (in fact, the white plow horse sounds like an excellent idea). We do take our work seriously, and we think more highly of "brains" than other colleges apparently do. What Miss Parkinson doesn't seem to appreciate (and some Bryn Mawrters forget) is that there is a great joy in discovery whether it be in the chronology of Greek pottery or in the make-up of the human psychology. J. C.

### WITH DEEPEST SYMPATHY

The College News, on behalf of the students of Bryn Mawr, notes with deep sorrow the death of Sylvester Sewell, Radnor's cook.

## The Ford Foundation Grant

All of us at Bryn Mawr can be very proud of the honor bestowed upon the College by the Ford Foundation this summer when it awarded \$2,500,000 to the school as part of its Special Program in Education. We thank and congratulate all those who worked on the numerous reports and programs which had to be submitted in the competition for the grant.

As President McBride announced in her Convocation Address last Tuesday morning, the first payment of the grant will be \$650,000. The Executive Committee on September 5 decided to apportion the initial grant as follows: \$100,000 to raise the scale of faculty salaries, \$450,000 towards a new building in the science center, and \$100,000 towards the purchase and reconditioning of the house on the Perry property which is now Spanish House.

The Ford Foundation also honored Bryn Mawr in its assessment of the College's fund raising ability when it required that we match the funds on a basis of 3 to 1. In the next three years, we must raise \$7,500,000. This amounts to approximately \$50,000 a week continuously over a three year period! Although we students, struggling with meager allowances and staggering payday bills, can probably do very little financially towards meeting this goal, we can help by speaking to our parents, friends and alumnae whom we know.

## THE COLLEGE NEWS



FOUNDED IN 1914  
Published weekly during the College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College (at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College).

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Subscription \$4.00. Mailing price \$5.00. Subscription may begin at any time. Entered as second class matter at the Ardmore, Pa., Post Office, under the Act of March 3, 1879.

### IMPORTANT NOTICES

**Grad Record Exams**  
The Graduate Record Exams will be held on November 17. Many graduate schools require the morning Aptitude Test (verbal and mathematical) and one afternoon Advanced Test in a specific subject. Write to Educational Testing Service, Princeton, N. J. for the Bulletin and Application. Applications are due on Nov. 2.

**Marriage Lectures**  
The Marriage Lecture Series will be held in the Ely Room, not in the Common Room.

**Influenza**  
Flu vaccine will be available in the dispensary between 2 and 4 p.m. Tues., Oct. 9 and 16, Thurs., Oct. 12 and 19. Cost \$1.00.

## Applebee

i. applebees, have now returned from my sabbatical a wis and astuter bird and more grammatical. a year of rest on olympus with aristocracy has made me eager for the fuss in a democracy. for here we are—in equal state of freedom we abound. we should not lag, but we should use our freedom to expound... we should not take unless we give, and likewise should not think unless our thoughts be constructive and fill us to the brink.



perhaps this is too deep a start for an old owl's return. parade night's fire has lit the dark and leaping flames have burned. for joy is everywhere around as classes all resume and wisdom will all be found and deep within us burn. so on you go with running feet and i with flapping wings for even in the drummer's beat the sound of progress sings.

fondly,  
applebee

## Students Innovate Spanish Language Program For Perry

In a large, sunny house on the Perry property (recently purchased by Bryn Mawr) English is spoken only in the inarticulate moments before breakfast. The five freshmen, four sophomores, and three juniors living in the Spanish house believe in the dynamic and practical character of foreign language study to the extent that they seldom relapse into English, even in the privacy of their bedrooms. "We've been strict about the language from the very beginning," commented Hall President Amy King, a junior majoring in Spanish. "That way, it'll be easier later on. In a little while, nobody will have any trouble." Under her guidance and that of Warden Rosa Maria Gil, the Perry students try to surround themselves not only with the language, but with the atmosphere and culture of Spain and Latin America.

The visitor approaches Perry on foot through the stage gate across New Gulph Road from Dalton. The way leads straight ahead, past a grape arbor from which the large front terrace is already visible. Climbing a small hill, the caller curiously observes the formal gardens and pear trees which surround the house. Spanish House students have not found it difficult to acclimatize themselves to their off-campus environment although a possible disadvantage is the necessity of going to their original halls for breakfast and lunch. They state emphatically that it takes them only slightly longer than before to get to classes, although it is always wise not to forget vital books and belongings. Incidentally, these observations are readily translated for the non-Spanish-speaking visitor—doubtless by a resident who feels she really must keep up her English!

Is the Spanish-speaking program a success? "The important thing is the loss of self-consciousness and inhibition," says sopho-

## Guide to Guide Expounds a Method For City's Penniless Pleasure-Lovers

NEW YORK ON THE HOUSE, compiled and edited by Richard Denbholz, Donald Keyton, Richard Kirschman, (Doubleday & Co., Inc., Garden City, 1962)

by Mary Hutton Warfield '64

The inside story of New York has been published at last. And if you are willing to invest \$1.25, you will learn how to eat, study, and theater-go without spending a cent. The pigeons have known this secret for years, and they have never spent their \$1.25, but you may not want to follow a pigeon around, so perhaps the investment is worthwhile.

When you get the book, what do you do? You sit down under a lamp post to read it. But pick your lamp post carefully. Since you don't know streets, not having opened the book, look at the people. If there is a majority of men with leather briefcases and no women, you may stay. If there are more women with fur coats than men with brief cases, you had better move on. This sort is less sympathetic to the hungry, ignorant girl. They are trying to forget their past and meditate only on mink.

Now you must open the book and study the contents. "Street Guide" is the first important subject. When you have memorized every street and can visualize the grid pattern, look at the map of Manhattan. Yes, it does look like a stranded whale with its tail up in the air. But you will not be swallowed up like Jonah. No Sirée!

What shall you do now that you have found out where you are? Scanning the content, you see headings: "The Performing Arts," "Museums and Exhibit," "Tours," "Parks, Sports and Wildlife," "Historic Sites," "Courses, Lectures and Forums," and a particularly inviting, "Of Special Interest" chapter.

You decide to start with "The Performing Arts." There are free TV programs, free library movies, plays in actor's schools, and music schools, all of which are dying to have people to hear them. But you are not in the mood for these great literary works. Wait. There is just the thing—a free movie on "Apartment Care of Scented Skunks" presented by the ASPCA. You go.

Sitting under your next lamp post, you study Chapter 2—"Museums and Exhibit." There is a tremendous choice—and finally by-passing the Metropolitan and other such haunts, you find the perfect museum for you. The New York Museum of Clocks and Watches. And afterwards, the Lionel Train Exhibit makes the end of a perfect morning.

It is time for lunch. Where to go for a free lunch? Look in the chapter on "Tours." Here you are—for a balanced lunch, you may visit the Dannon Yogurt Factory, followed by the Gordon Baking Company where you will get a free loaf of bread. And the lunch is complete with a visit to Fanny Farmer who gives you all the candy you can eat. You stagger to the next lamp post to plan the afternoon. The chapter on "Parks, Sports, and Wildlife" is providentially next. You hike to Central Park and curl up on a bench.

Two hours later, you are still sitting on the bench, eager once again for New York's unconscious generosity. "Historic Sites" are next and you pick out the building best-known to you and your fellow Groucho Marx devotees: Grant's Tomb. As you stand in this magnificent edifice, pondering who really is buried there, you realize that it is getting late and you are running out of chapters. Finding a lamp post, you study the "Courses, Lectures and Forums" chapter. Ah, here is just the thing for the evening—a free lecture at the Yoga Institute. It will not hurt to know how to protect yourself in order to study the last chapter of New York on the House.

Consequently, wearing your black belt, you sit under a lamp post for the last time and turn to "Of Special Interest." You want to find a free place to sleep, of course. How about the New York Public Library? No. Or the ASPCA? No, you are not a pigeon, remember? Or Night Court? No that ends at midnight. Wait! Here is just the thing, "Auto transport firms will furnish you with a car on the house if you deliver it to Denver, Los Angeles, Tucson, Miami, etc." Off you go at a run, leaving your book to a group of curious pigeons who are checking to see what they have missed.

### CAMPUS EVENTS

Oct. 5-6: Hall Plays.  
Oct. 10: 7:30, Common Room, Interfaith presents Mr. Desjardins of Haverford.  
Oct. 12: 8:00, Cloisters, Lantern Night.  
Oct. 13: Haverford, Tri-College Mixer.

## Freshman Plays

Continued from Page 1, Col. 2

Vicki May, stage manager Liz Rouché, and upper-class advisor Kathy Terzian will give Angell's Fall Classic, recently published in the New Yorker. The East House play Panic, by Archibald MacLeish, features mob violence during the Depression years, and will be produced by Barbara O'Neill, Lander Reeves, and Yvonne Chabrier. Merion, with director Caroline Burlingham, stage manager Pam Gould, and advisor Mary Ann Amdur, will present A. A. Milne's Portrait of a Gentleman in Slipper. Pembroke East will strike a satiric note with a Question of Principle; the production will be supervised by co-directors Janet Williamson and Donna Macek, stage manager Sandra Phillips, and advisor Penny Proddow. A farce, The Knave of Hearts, is the play chosen by the Pembroke West freshmen. It will be directed by Carolyn Wade, with the help of Cynthia Crane and Annette Eustace, stage-manager and advisor. Diana Hamilton will supervise the Radnor Hall play. Eleanor Ne, the stage-manager, and Terry Rodgers, the upper-class advisor, will assist her. The freshmen from Rhoads, last year's winner, will this year present Thornton Wilder's Pullman Car Hiawatha, with Deborah Arkush as director and Lois Magnusson as stage manager. Susan Viguers and Caroline MacNair will act as co-advisors. Phoebe Main will direct the Rockefeller freshmen in Bagley's The Project. The production will be staged by Wilma Goodman.

The News wishes good luck and good fun in both rehearsals and performances to all freshmen.



N. S. A. Report—

# NSA Congress Provides Information, Seeks To Discover Student Opinions

by Caroline Roosevelt

The 15th National Student Association Congress held at Columbus, Ohio, from August 16 through 30 this summer can, first of all, be described as a terrific personal experience for any student who attended. Whether the students were for or against NSA, in agreement or disagreement with its policies, everybody benefited from the Congress in that it served as a meeting-ground for ideas from all over the world, of all political shading, and from as many viewpoints as there were students. I talked with students not only from every section of the United States, but from such places as Angola, Korea, Germany, Paraguay, India, the U. S. A., Guatemala, and several other countries.

The Congress was divided into two parts: The first four days were spent in the pre-congress National Student Association Co-ordinators Congress (known as NSACC) and the other ten days made up the actual Congress, which dealt with policy formulation for the year.

The primary purpose of NSACC was to give co-ordinators from widely diverse colleges a chance to compare problems of presenting NSA on their respective campuses and involving the students in NSA.

## Membership Problems

Here it is of interest that the main problem of NSA co-ordinators is to get the student body to accept affiliation with NSA at all. I spoke to countless numbers of fellow co-ordinators who told me that their campuses had sent representatives to Columbus on trial basis because membership in the Association was in question before their student governments. During the Congress I met only three or four people who said that NSA had a strong position at their university. Some of this is apathy, some antipathy. Apparently a couple of schools withdrew in disgust last year; a couple more threatened this year.

Other topics under discussion ranged from the role, function, and power of student governments on different campuses, to problems of predominantly non-resident campuses as opposed to resident campuses, to difficulties of large state schools in opposition to those of small private schools.

Another feature of NSACC was explanation of various organizations with programs or objectives of interest to students. These included such groups as SNCC (Student Non-

violent Co-ordinating Committee—a civil rights group), the Student Tutorial Society, WUS (World University Service—mostly of interest to foreign students), ETA (Educational Travel Association), and many, many others. (Literature from all these will be pouring in all year and will be posted for the convenience of anybody interested.)

The Congress itself was also divided into two parts: seminars which were for informative purposes, and committees, from which came all the legislation that was voted on in plenary session (i.e. by all the delegates).

I attended the seminar on "Work, Study, Travel Abroad"—perhaps an unfortunate choice, as the material presented was not controversial, and not as interesting as in other seminars—i.e. the one on academic freedom, or African affairs. One of the criticisms of the seminar was that most of what was said was a repeat of what had already been said by representatives of aforementioned interest groups of NSAAC. (This was true throughout the Congress—there seemed to be excessive repetition. The third time I was exposed to the same commercial on WUS, I almost gagged—it was very annoying.)

There were five committees; I was a member of the one entitled "The Student in the Greater Community," and of the subcommittee "The Student Involvement in Community Affairs." (A listing of all seminars, committee, etc. would be too long here, but I hope to have a full listing to post in Taylor eventually.) The work of the sub-committees was to decide on a number of academic, socio-political (both domestic and international) issues, draft legislation (e.g. a policy) on each of the e, and present it to the committee, which would either pass it on to the plenary or kill it.

Though we worked on several pieces of legislation, including policy on income tax deductions for school expenses and on agricultural migratory workers, the most important resolutions to come out of the committee were the resolutions on nuclear testing and the McCarran Act. The vote on the McCarran Act was especially interesting; the first roll call vote—in my committee—was a tie, 46-46. We recessed two minutes, then took another vote: 46-46. Because of the tie, the resolution automatically failed, but essentially the same resolution was

passed overwhelmingly in another committee, and so went to the plenary floor.

All resolutions passed by committee went to the plenary only after being given priority by the NEC (National Executive Committee—more about them later).

## Resolutions Passed

The two most important resolutions passed by the plenary were the ones on the McCarran Act and on nuclear testing. After a great deal of hot debate, including a session on nuclear testing that lasted all night, strong resolutions were passed against the McCarran Act and against the government of any country which engages in nuclear testing.

One of the purposes of NSA is to send copies of these resolutions to appropriate and responsible officials—i.e. copies of the nuclear testing resolution will be sent to Kennedy, Khrushchev, and de Gaulle. Thus NSA hopes to present the opinion of organized students to influence political and academic leaders all over the U. S., and all over the world. NSA feels that presenting such an opinion in resolution form will have more effect than if individuals attempt to exert that same influence in a disunited body.

This policy raised one of the main complaints of the Congress: that NSA does not represent national student opinion because less than one-fourth of the schools in the U. S. are affiliated with it. This year an amendment was made to the constitution, changing the wording from "We, the students . . ." to "We the members of the national union of students . . .". This amendment defines NSA as the only organized voice of student opinion (of students as students) while correcting the erroneous impression that NSA represents the opinion of all American students. There was a great effort made by some of the members of the majority to see that viewpoints of all sides of any question were presented.

## New Amendment

To this end, an amendment to the constitution was passed (after much struggle) which made it possible for the minority to submit a minority resolution if the vote on an issue is close.

My one real complaint against the Congress was that eighty-eight resolutions were brought to the plenary floor, of which the delegates voted only on twelve. All the rest

were sent to the NEC or killed. (This is an improvement, by constitutional amendment, over previous years, when the rules were suspended at the end of the Congress and all resolutions not voted on could be passed "en masse" to the NEC. Now, at least, each must be considered individually before it can be passed to the NEC.) This means that less than one-fourth of the policy resolutions that NSA puts out as student opinion are passed by voting delegates. As NSA's "raison d'être" is to represent students' opinions in their role of students, it seems unfortunate that the National Executive Committee (composed of the regional chairmen and other high-rankers of the Association) should be allowed to pass as most of the "student opinion." It is very doubtful that the NEC is even proportionately representative of the delegates to the Congress.

Another point of disagreement was the "students as students" clause. Some people felt that it was really being stretched when issues like nuclear testing were brought

to the floor, and that the policy ought to be more closely concerned with academic issues, rather than issues which appeared to be more community and citizen-oriented than problems to be handled in an academic community.

During the proceedings, regional caucuses were frequently held in order to decide on programming for the region and to elect officers for the coming year. (Bryn Mawr figured high here, as Mary Beth Schaub was elected President of the Pennsylvania-West Virginia region.) I should think it is in the regional programming that the test of NSA lies—it is here that schools actually get to see NSA in action, and it is the activity within the region that often influences a university to join NSA.

It is to be hoped that this description of the 15th Congress has provoked more questions than it has answered . . . Throughout the year publications, letters from other colleges and from the national office (which, by the way, is in Philadelphia) will be posted.

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October 17

"BURGHERS OF CALAIS" (2:00)  
"GATES OF HELL" (8:30)

Albert Elsen  
Associate Professor of Art History,  
University of Indiana

November 14

SEVRES, PORCELAIN OF KINGS  
Carl C. Dauterman  
Associate Curator of Western European Arts,  
Metropolitan Museum of Art

December 12

HIERONYMUS BOSCH  
Charles de Tolnay  
Institute for Advanced Study, Princeton University

January 16

BRANCUSI  
Peter Selz  
Curator of Paintings and Sculpture Exhibitions  
Museum of Modern Art

February 20

"PROMETHEUS BOUND"  
AND RELATED RUBENS MATTERS  
Julius S. Held  
Professor of Art History, Barnard College

March 20

LATER BUDDHIST SCULPTURE AND  
PAINTING OF NORTHERN CHINA  
Lawrence Sickman  
Director, Nelson Gallery of Art, Kansas City

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## Student Sleuths Investigate; Expose Myths: No Firemen!

A rose is a rose is a rose but a fireman's band is not always a band of firemen. This shocking fact was brought home to us last week at Parade Night when we accosted a clarinetist in a public-spirited effort to determine the dates of this year's National Fire Prevention Week. With an embarrassed smile he replied that he didn't know and furthermore had nothing to do with the fire department. Supposing, our innocent, that said clarinetist might be an imposter among the band, we approached the uniformed leader for an answer to our original question and an explanation of the group's membership. The curious history of the firemen's band follows.

In 1869 a small group of musi-

cally-inclined members of the Bryn Mawr citizenry organized themselves to display their talents at such public events as the Devon Horse Show, parades in Philadelphia, and the annual Bryn Mawr Horse Show held on the present site of the Baldwin School. From 1904 to 1924 the band performed in concerts which were supported by the wealthier citizens of the community and held in a park band stand in an area known to us now as the parking lot across from the Bryn Mawr Trust. In 1942 the group disbanded since so many of its members were called up by the draft. Following the war, the group re-organized.

Growing curious at this point to know more about our informant and his relation to the assembled musicians, we discovered that he is Mr. Herman Giersch. He was elected conductor of the band in the year 1912. At this time he was well-known among its membership, having joined the group 17 years earlier. From 1912 to 1935 Mr. Giersch and his fellow performers rehearsed in the machine shop of Giersch's Bryn Mawr garage. When Giersch lost his home and business in 1935 the players, some of whom were volunteer firemen, began rehearsing their talents in the local firehouse. For a number of years rehearsals were held in the Bryn Mawr public school. Today the band rehearses in the Red Cross Building in Berwyn, Pa.

Membership in the band is a

matter of tradition. The entire band today consists of 35 men whose fathers and grandfathers may have been members of the band and whose sons and grandsons someday probably shall be. Mr. Giersch is such a man. His grandfather was one of the band's original members and his grandson is today a member.

For 56 years the band, whose official title is The Bryn Mawr Band, has given us musical guidance in our traditions. Mr. Giersch is proud to say that he has not missed one of those 56 years, and can recall playing three or four times a week during the "Big May Days" in 1928 and 1932. When asked to comment on getting up to see the sun rise on May Day morning, he replied, "We enjoy it even if it is cold and wet at times. I've been there when it has been so cold that we had to wear overcoats and other times when it has been so wet that we had to wear rain coats, but the girls go through with it regardless." Those of us who remember May Day past will attest to this fact.

It is only on the Bryn Mawr campus that The Bryn Mawr Band is known as The Firemen's Band. This title was the work of some Bryn Mawr girls who in 1935 so named the band after the locale in which they were at that time rehearsing. Names aside, we gratefully extend to them "our hearts and our hands" for their services and for the information that National Fire Prevention Week will run this year from October 7th to the 13th.

Jo Smith

Juli Kasius

## In and Around Philadelphia

### MUSIC

Friday, October 5, and Saturday, October 6, Eugene Ormandy will conduct the Philadelphia Symphony Orchestra in a performance including Bach's Fantasia and Fugue for Organ, and Saint-Saen's Symphony No. 3 "Organ"—with E. Power Biggs as organist.

### THEATER

A new comedy, The Fun Couple, with Jane Fonda will be at the Forrest through October 13.

Patrick Dennis' Little Me, now a musical comedy starring Sid Caesar, is due to open Monday, October 8, at the Erlanger.

Nowhere to Go But Up, a new musical comedy of the prohibition era, premieres at the Shubert Saturday, October 6.

The hilarious Broadway hit, Critic's Choice, will be at the Abbey Stage Door through October 20.

The Neighborhood Players are presenting Genet's controversial drama, The Balcony, every Friday, Saturday, and Sunday evening through October 14. A special program for students including a seminar led by prominent theater personalities will be presented on Friday, October 5.

### MOVIES

Sidney Poitier and Bobby Darin will star in Pressure Point beginning Wednesday, October 3, at the Fox Theater.

The Music Man is in its last weeks at the Stanley.

Advice and Consent is playing at the Suburban.

The Ardmore is showing Bird Man of Alcatraz, the true story of a criminal who becomes an expert in ornithology.

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